



WILLIAMS MEMORIAL ELEMENTARY

290 S. Metts Street
St. George, SC 29477

Grades	PK-5 Elementary School	
Enrollment	709 Students	
Principal	Jeffrey Beckwith	843-563-3231
Superintendent	Mr. Jerry G. Montjoy	(843) 563-4535
Board Chair	Dr. Kenneth Jenkins	(843) 563-3228

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average
2010	Good	Excellent
2009	Average	Average
2008	Average	Average
2007	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

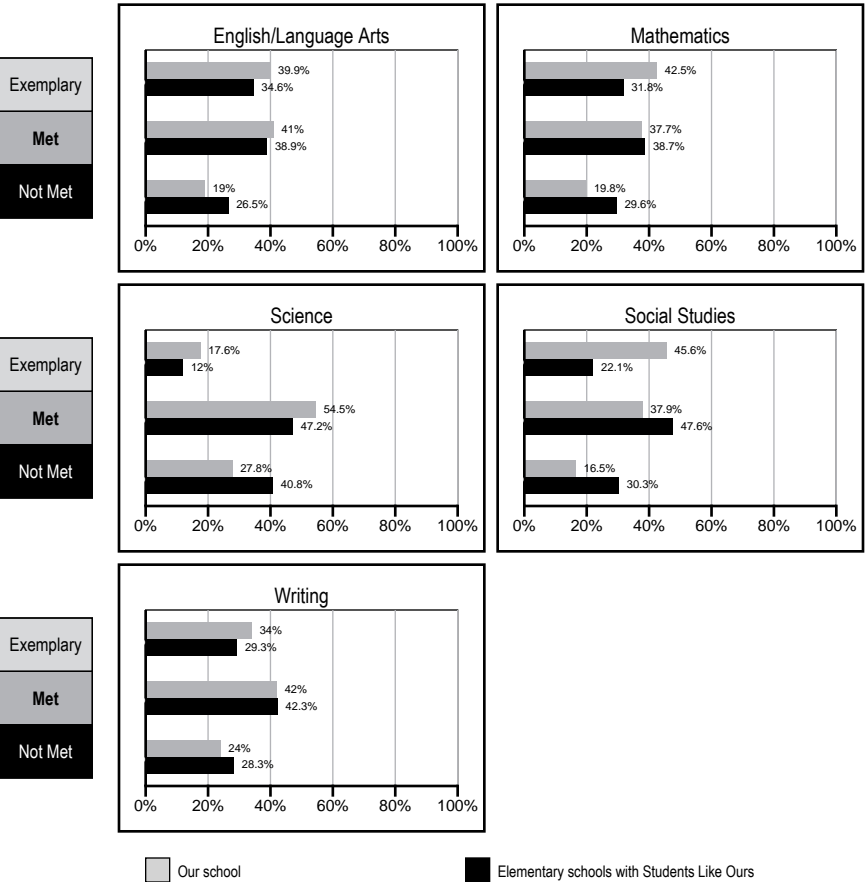
97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	15	92	12	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms	
Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=709)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Down from 3.1%	1.3%	1.1%
Attendance rate	95.3%	Up from 94.7%	95.8%	96.2%
Served by gifted and talented program	8.0%	Up from 7.2%	11.0%	13.4%
With disabilities other than speech	9.0%	Up from 8.7%	4.8%	4.1%
Older than usual for grade	1.0%	Down from 1.1%	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	76.1%	No Change	59.6%	62.5%
Continuing contract teachers	84.8%	Up from 80.4%	88.2%	88.2%
Teachers returning from previous year	89.8%	Up from 88.9%	87.4%	87.8%
Teacher attendance rate	93.9%	Up from 92.5%	94.9%	95.2%
Average teacher salary*	\$49,423	Down 1.4%	\$46,522	\$46,773
Professional development days/teacher	7.7 days	Down from 10.6 days	11.2 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Up from 16.0 to 1	19.6 to 1	19.9 to 1
Prime instructional time	88.2%	Up from 86.1%	89.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 100.0%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,785	Up 5.3%	\$7,468	\$7,447
Percent of expenditures for instruction**	68.8%	Down from 70.9%	67.2%	68.4%
Percent of expenditures for teacher salaries**	65.2%	Down from 68.7%	64.2%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Williams Memorial Elementary continued in its efforts to provide a quality education to all of its 700 students through dynamic, hands-on instructional opportunities. As a result of our efforts, WMES was awarded the Palmetto Gold Award for its outstanding student achievement. In the classroom, our teachers continue to implement initiatives, such as; Literacy Work Stations, Orthon-Gillingham, Small Group Instruction, RTI, school-wide problem solving, UNRAVEL, 12 Powerful Words, and reading and writing across the curriculum

AT WMES, we believe that learning is a commitment that extends beyond the regular school hours. Students were given the chance to participate in the Book Club, the Art Club, Chorus, Math Club, Recycling, TV News Team, Basketball, Soccer and Cheerleading. Instructionally, over 100 students participated in our after school tutoring programs.

The WMES PTA has continued to be instrumental in the growth of Williams Memorial Elementary. Their support with finances as well as their willingness to volunteer and be a part of our students' development shows their understanding of working as a team. This year the PTA helped fund grade level field trips, classroom projects, and school beautification efforts.

At WMES, we feel that it takes a great team to make every year better than the last. Our team of staff, faculty, and Administrators continue to work together to make this possible. This year marked the fifth consecutive year that WMES has had the Dorchester District #4 Teacher of the Year. In November, we got the news of two new teachers receiving their National Board Certification, raising the total number of NBC teachers at WMES to fourteen.

As the future continues to bring us many challenges, our WMES team will continue to strive in meeting each child's academic and social needs, because at Williams Memorial Elementary, we will always be "PAWS"-itively the Best.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	93	54
Percent satisfied with learning environment	97.6%	88.0%	88.7%
Percent satisfied with social and physical environment	95.3%	77.3%	80.8%
Percent satisfied with school-home relations	90.7%	90.0%	79.2%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress	NO
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This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	290	99.3	18.1	41.5	40.4	88.9	76.6	82.4	Yes	Yes
Gender										
Male	143	99.3	22.9	43.5	33.6	87	73.2	78.7	N/A	N/A
Female	147	99.3	13.7	39.6	46.8	90.6	80.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	135	100	11	40.9	48	95.3	85.4	88.9	Yes	Yes
African American	149	99.3	25.4	42.8	31.9	82.6	71.1	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	84.6	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	61.1	83	I/S	I/S
Disability Status										
Disabled	47	100	60	31.1	8.9	60	37.5	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	81.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	230	99.1	20.7	44.7	34.6	87.6	74.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	290	99.3	19.3	38.1	42.6	85.9	77.5	81.9	Yes	Yes
Gender										
Male	143	99.3	22.9	38.2	38.9	83.2	75.1	79.9	N/A	N/A
Female	147	99.3	15.8	38.1	46	88.5	80.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	135	100	8.7	39.4	52	90.6	85.8	88.9	Yes	Yes
African American	149	99.3	29.7	38.4	31.9	81.2	71.5	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	84.6	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.3	84.4	I/S	I/S
Disability Status										
Disabled	47	100	53.3	35.6	11.1	55.6	46.1	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	81.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	230	99.1	23	37.3	39.6	83.9	75.3	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	195	99	26.6	54.8	18.6	73.4	67	68.6
Gender								
Male	98	99	29.9	48.3	21.8	70.1	62.9	68.3
Female	97	99	23.3	61.1	15.6	76.7	71.5	68.9
Racial/Ethnic Group								
White	88	100	12.3	63	24.7	87.7	80.2	80.7
African American	103	99	39.8	47.3	12.9	60.2	57.8	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	73.7	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	75	70.8
Disability Status								
Disabled	33	100	48.4	45.2	6.5	51.6	39.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	76.9	60.7
Socio-Economic Status								
Subsidized meals	154	98.7	31.7	54.9	13.4	68.3	64.1	57.3

Social Studies								
All Students	197	98.5	15.9	37.9	46.2	84.1	72.9	72.5
Gender								
Male	102	98	16.3	35.9	47.8	83.7	72.6	72
Female	95	99	15.6	40	44.4	84.4	73.3	73.1
Racial/Ethnic Group								
White	99	99	10.8	36.6	52.7	89.2	82.9	81
African American	93	98.9	22.4	40	37.6	77.6	65.2	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	88.2	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.8	73.5
Disability Status								
Disabled	29	100	46.4	39.3	14.3	53.6	44	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	81.8	69.7
Socio-Economic Status								
Subsidized meals	153	98.7	19.4	40.3	40.3	80.6	69.4	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	105	97.1	24	42	34	76	65	73.2	95.3	96.4
Gender										
Male	47	95.7	34.1	40.9	25	65.9	52.6	67.2	95.2	96.5
Female	58	98.3	16.1	42.9	41.1	83.9	76.6	79.4	95.3	96.3
Racial/Ethnic Group										
White	42	95.2	5.1	53.8	41	94.9	76.5	81.5	94.6	95.6
African American	62	98.4	36.7	35	28.3	63.3	58.5	61.3	95.8	97
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	96.7	97.6
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	97.3	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	93.6	93.9
Disability Status										
Disabled	22	86.4	68.4	26.3	5.3	31.6	22.7	26	94.3	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	99.6	98.1
Socio-Economic Status										
Subsidized meals	82	97.6	30.4	35.4	34.2	69.6	62.4	63.2	95.1	96.3

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	93	98.9	9.1	33	58	90.9
	4	110	100	22.9	36.2	41	77.1
	5	94	98.9	21.7	41	37.3	78.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	83	100	13.9	35.4	50.6	86.1
	4	101	98	12.5	45.5	42	87.5
	5	105	100	26.5	42.2	31.4	73.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	93	100	15.9	23.9	60.2	84.1
	4	110	100	20	42.9	37.1	80
	5	94	98.9	24.1	43.4	32.5	75.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	83	100	22.8	31.6	45.6	77.2
	4	101	98	10.2	36.4	53.4	89.8
	5	105	100	24.5	44.1	31.4	75.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	46	100	35.6	28.9	35.6	64.4
	4	110	100	28.6	56.2	15.2	71.4
	5	48	93.8	34.9	55.8	9.3	65.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	41	100	29.7	59.5	10.8	70.3
	4	101	98	20.5	54.5	25	79.5
	5	52	100	35.3	51	13.7	64.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	47	97.9	9.3	32.6	58.1	90.7
	4	109	100	16.2	49.5	34.3	83.8
	5	48	93.8	30	30	40	70
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	42	100	9.5	33.3	57.1	90.5
	4	101	98	14.8	46.6	38.6	85.2
	5	54	98.2	23.1	26.9	50	76.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	93	100	20.2	36	43.8	79.8
	4	111	99.1	26.7	46.7	26.7	73.3
	5	95	96.8	23.2	46.3	30.5	76.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	105	97.1	24	42	34	76
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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